Lesson Planning Guidelines

Use the following questions to facilitate and foster your lesson development. Be sure to incorporate your responses to these questions within your lesson plan.

Grade/Content Area:

Title:
A short, simple, direct title that summarizes lesson content.

GLEs/GSEs:
- The following format must be used to indicate the GLE/GSE's. Example:
  W-6-4.2 In written narratives, students organize and relate a story line/plot/series of events by…Establishing problem/conflict/challenge and maintaining point of view.
  The use of underlines, examples, and the identification of state versus local should not be included.
- Which Grade Level Expectation(s) or Grade Span Expectation(s) is the primary focus of this lesson?
- Which specific indicator(s) will be addressed within this lesson?

Context for the Lesson:
Include any important background information that is relevant for understanding the lesson. Cite original sources and acknowledge adaptations or resources used within the lesson.

- What is the reason for using this lesson?
- What data/evidence supports the need for using this lesson?
- How much time is required for this lesson*?*
- What other information supports using this lesson?

Opportunities to Learn:
**If any of these components are embedded within the lesson, then a notation must be made within this section.*

- How are you using multiple ways of approaching or engaging students in the lesson activities?*
- How are students given an opportunity to apply skills and concepts learned?*
- What is the rigor of the activity/activities in which students are engaged? (Depth of Knowledge) *
- How do you differentiate instruction to accommodate different learning styles of your students?*
- How do you group the class to best engage students in this lesson?*
- What does the student need to have prepared prior to this lesson?*
- What materials do you need to prepare prior to this lesson?
  - Handouts, writing implements, manipulatives, texts, etc.
- What conditions must exist to facilitate or enhance this lesson?
  - Access to technology, special equipment, structure of working space
  - Integration across content areas

Objectives:

- What do you want the students to learn and be able to do from this lesson? (Not just the activity they will complete)
- What are the objectives of this lesson? How do the objectives match and/or correspond with the GLEs/GSEs?
- Do all of your objectives align with your assessment(s)?
- SMART Goals:
  - Specific: Does the objective clearly specify what will be accomplished and by how much?
  - Measurable: Is the objective measurable?
  - Appropriate: Does the objective make sense in terms of what the activity is trying to accomplish?
  - Realistic: Is the objective achievable given the available resources and experience?
  - Time-based: Does the objective specify by when it will be achieved?

Instructional Procedures: Opening/ Engagement/Closure:

Effective lessons have three components: an opening, an engagement, and a closure. In order to ensure all components are included, percentages have been provided to illustrate approximate times for each component within the lesson.

Opening (10-15% of lesson):
- How do you activate students' prior knowledge and connect it to this new learning?
- How do you get students interested in this lesson?

Engagement (60-70% of lesson):
- What questions can you pose to encourage students to take risks and to deepen students' understanding?
- How do you facilitate student discourse?
- How do you facilitate the lesson so that all students are active learners and reflective during this lesson?
- How do you monitor students' learning throughout this lesson?

Closure (20-25% of lesson):
- How do you ensure that the salient points of this lesson are highlighted to guide student understanding?
- What kinds of questions do you ask to get meaningful student feedback?
- What opportunities do you provide for students to share their understandings of the task?

Assessment:

Assessments both summative (overall) and formative (on-going) need to be appropriate to the task and aligned with the objectives.

- How do you assess students' learning? (Assessment[s] needs to be aligned with lesson objective[s].)
- How do you provide specific, constructive, and timely feedback to your students to promote student learning?

Reflections:
Taking time to reflect on student work and the lesson taught gives new insights for future instruction and student learning.

Reflection on Student Work:
Student work includes a sample of each:
- Sample #1- Approaching Proficiency
- Sample #2- Proficient
- Sample #3- Exceeds Proficiency

Utilize the following questions when reflecting on each piece of student work:
- What does the student work tell you about the students' understanding and the effectiveness of your lesson? (Cite examples)
- How will you provide instructional support to improve student learning?

Reflection on Lesson Implementation:
Were the lesson objectives met?
- Did your lesson meet your objective(s), in conjunction with GLEs/GSEs?
- Was your assessment(s) appropriate for your objective(s)?

What worked well in this lesson?
- How do you know that this lesson was effective?
- How do you determine the effectiveness of the assessment?
- Were the modifications appropriate for students?
- How were all the students engaged in this lesson?

What changes would you propose for the next time you implement this lesson?
- What part of this lesson proved easy or difficult for students?
- How will you connect students' new learning from this lesson to the next lesson?
- How will you summarize students' learning to inform your instruction?
- What did you learn from the assessment(s) used in this lesson?
- When you use this lesson again, what will you do differently or similarly?

What did you learn from teaching this lesson?
- How did this lesson enhance your own understanding as a teacher and further your own professional development?
- How do you know you were successful in engaging all students to be active and reflective learners?